



School Baseline Evaluation Packet

Toda	lay's Date:	
Stuc	dent's Name:	Student's Phone:
Phys	rsician Name:	Clinic FAX:
Clin	nic Name:	Clinic Phone:
Clin	nic Address:	
		Zip:
Door	School Psychologist, Guidance Counselor, o	or Toochor
re □ S	Vanderbilt ADHD TEACHER Rating Scale (This scale helps resulting degree of impairment. It also screens for anxiety, depressional impairment Scale (This scale helps identify domain and the state of the	ession, oppositional defiant disorder, and conduct disorder.)
re □ S	resulting degree of impairment. It also screens for anxiety, depre	ession, oppositional defiant disorder, and conduct disorder.) as of greatest impairment, which can help guide further
We wo spends primar scales for there	School Impairment Scale (This scale helps identify domain evaluation, goal setting, and monitoring of treatment effects.) OTHER: ould like you to complete these forms as soon as possibles the most time with the child) is the best person to concry teacher, or has a special education teacher, it would be from each teacher. Please make copies of the attached for are two options for returning the completed forms:	de. Generally, the student's teacher (or whoever applete these forms. If the child has more than one be useful for us to obtain a separate set of rating forms as needed for this purpose.
We we spends primar scales for there is 1.	School Impairment Scale (This scale helps identify domain evaluation, goal setting, and monitoring of treatment effects.) OTHER: ould like you to complete these forms as soon as possible the most time with the child) is the best person to concry teacher, or has a special education teacher, it would be from each teacher. Please make copies of the attached for	de. Generally, the student's teacher (or whoever applete these forms. If the child has more than one be useful for us to obtain a separate set of rating forms as needed for this purpose. The make a follow-up appointment with our office forms to our clinic at the address listed above

If our evaluation shows that this child does have ADHD, we will communicate an **ADHD Patient Management Plan** through the parent. Management of ADHD requires ongoing communication between the primary care provider, the parent, and the school. Therefore, this child's parent may request ongoing feedback from you

We appreciate your collaboration in providing the best care for this student. Thank you.

regarding the child's progress, including medication monitoring.



Vanderbilt ADHD Teacher Rating Scale (page 1 of 2)

ay's Date:	Child's Name: _				_ Grade le	vel:	
pleted by:		I am the child's: \square Teacher	☐ School	Psychologist	☐ Other:		
s Time:		Class Name:					
ections: Each rating sho form, please th	ould be considered in th iink about the child's be	ne context of what is appropria chaviors in the past 6 mont l	ate for the hs.	age of the child.	. When co	empleting this	
is evaluation based on	a time when the child:	☐ was on medication ☐	was not on	medication [□ not sure	??	
nptoms			Never	Occasionally	Often	Very Often	
Fails to give attention to	details or makes careless i	mistakes in schoolwork	0	1	2	3	
Has difficulty sustaining a	attention to tasks or activit	ies	0	1	2	3	
Does not seem to listen v	vhen spoken to directly		0	1	2	3	
			0	1	2	3	
Has difficulty organizing	tasks and activities		0	1	2	3	
Avoids, dislikes, or is reluc	tant to engage in tasks tha	nt require sustained mental effort	0	1	2	3	
Loses things necessary for	tasks or activities (school	assignments, pencils, or books)	0	1	2	3	
Is easily distracted by ext	raneous stimuli		0	1	2	3	
Is forgetful in daily activit	ies		0	1	2	3	
Fidgets with hands or fee	et, or squirms in seat		0	1	2	3	_
Leaves seat in classroom o	r in other situations in whic	h remaining seated is expected	0	1	2	3	
Runs about or climbs exce	ssively in situations in whicl	n remaining seated is expected	0	1	2	3	
Has difficulty playing or e	ngaging in leisure activitie	es quietly	0	1	2	3	
Is "on the go" or often a	cts as if "driven by a moto	r"	0	1	2	3	
Talks excessively			0	1	2	3	
Blurts out answers before	e questions have been con	npleted	0	1	2	3	
Has difficulty waiting in I	ne		0	1	2	3	
Interrupts or intrudes in o	n others (e.g., butts into co	nversations/games)	0	1	2	3	
Loses temper			0	1	2	3	
Actively defies or refuses	to go along with adults' r	equests or rules	0	1	2	3	
Is angry or resentful			0	1	2	3	
Is spiteful and vindictive.			0	1	2	3	
Bullies, threatens, or intin	nidates others		0	1	2	3	
Initiates physical fights			0	1	2	3	
Lies to obtain goods or fa	avors or to avoid obligatio	ns (e.g., "cons" others)	0	1	2	3	
Is physically cruel to peop	ole		0	1	2	3	
				1 1	2	3 3	7
	s Time: sections: Each rating she form, please the is evaluation based on a ptoms Fails to give attention to Has difficulty sustaining a Does not seem to listen who Does not follow through (not due to refusal or fail Has difficulty organizing a Avoids, dislikes, or is relucted to seasily distracted by extending successary for the seasily distracted by extending successary for intending successary for the seasily distracted by extending successary for the seasily distracted by extending successary for intending successary for intending successary for intending successary for successary for successary for intending successary for succ	s Time: sections: Each rating should be considered in the form, please think about the child's be is evaluation based on a time when the child: nptoms Fails to give attention to details or makes careless in the difficulty sustaining attention to tasks or activity. Does not seem to listen when spoken to directly. Does not follow through when given directions and (not due to refusal or failure to understand). Has difficulty organizing tasks and activities. Avoids, dislikes, or is reluctant to engage in tasks the Loses things necessary for tasks or activities (school is easily distracted by extraneous stimuli. Is forgetful in daily activities. Fidgets with hands or feet, or squirms in seat. Leaves seat in classroom or in other situations in which Runs about or climbs excessively in situations in which the difficulty playing or engaging in leisure activities is "on the go" or often acts as if "driven by a moto Talks excessively. Blurts out answers before questions have been come that difficulty waiting in line. Interrupts or intrudes in on others (e.g., butts into concluse temper. Actively defies or refuses to go along with adults' realistic sphysical fights. Lies to obtain goods or favors or to avoid obligation is physically cruel to people. Has stolen items of nontrivial value.	I am the child's: Teacher so Time: Class Name: Citions: Each rating should be considered in the context of what is appropriation, please think about the child's behaviors in the past 6 mont is evaluation based on a time when the child: was on medication photoms Fails to give attention to details or makes careless mistakes in schoolwork. Has difficulty sustaining attention to tasks or activities. Does not seem to listen when spoken to directly. Does not follow through when given directions and fails to finish activities (not due to refusal or failure to understand). Has difficulty organizing tasks and activities. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort. Loses things necessary for tasks or activities (school assignments, pencils, or books). Is easily distracted by extraneous stimuli. Is forgetful in daily activities. Fidgets with hands or feet, or squirms in seat. Leaves seat in classroom or in other situations in which remaining seated is expected. Runs about or climbs excessively in situations in which remaining seated is expected. Has difficulty playing or engaging in leisure activities quietly. Is "on the go" or often acts as if "driven by a motor". Talks excessively. Blurts out answers before questions have been completed. Has difficulty waiting in line. Interrupts or intrudes in on others (e.g., butts into conversations/games). Loses temper. Actively defies or refuses to go along with adults' requests or rules. Is angry or resentful. Is spiteful and vindictive. Bullies, threatens, or intimidates others. Initiates physical fights. Lies to obtain goods or favors or to avoid obligations (e.g., "cons" others). Is physically cruel to people. Has stolen items of nontrivial value.	I am the child's:	stime: Class Name: cttions: Each rating should be considered in the context of what is appropriate for the age of the child form, please think about the child's behaviors in the past 6 months. is evaluation based on a time when the child: was on medication was not on medication to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. Fails to give attention to details or makes careless mistakes in schoolwork. O 1 Has difficulty sustaining attention to tasks or activities. O 1 Fails to give attention to details or makes careless mistakes in schoolwork. O 1 Fails to give attention to details or makes careless mistakes in schoolwork. O 1 Has difficulty organizing tasks and activities. O 1 Loses not follow through when given directions and fails to finish activities. O 1 Avoids, dislikes, or is reluctant to understand). O 1 Loses things necessary for tasks and activities. O 1 Loses things necessary for tasks and activities (school assignments, pencils, or books). O 1 Fidgets with hands or feet, or squirms in seat. O 1 Fidgets with hands or feet, or squirms in seat. O 1 Runs about or climbs excessively in situations in which remaining seated is expected. O 1 Has difficulty playing or engaging in leisure activities quietly. O 1 Falks excessively. Blurts out answers before questions have been completed. O 1 Has difficulty waiting in line O 1 Loses temper. O 1 Actively defies or refuses to go along with adults' requests or rules. O 1 Loses temper. O 1 Actively defies or refuses to go along with adults' requests or rules. O 1 Is angly or resentful. Is spiteful and vindictive. O 1 Bullies, threaten	pleted by:	





Vanderbilt ADHD Teacher Rating Scale (page 2 of 2)

Today's Date: Child's	Name:			Grad	le level:
Symptoms (continued)		Never	Occasionally	Often	Very Often
29. Is fearful, anxious, or worried		0	1	2	3
30. Is self-conscious or easily embarrassed		0	1	2	3
31. Is afraid to try new things for fear of making	ng mistakes	0	1	2	3
32. Feels worthless or inferior		0	1	2	3
33. Blames self for problems; feels guilty		0	1	2	3
34. Feels lonely, unwanted, or unloved; comple	ains that "no one loves him/her"	0	1	2	3
35. Is sad, unhappy, or depressed		0	1	2	3
Performance	Above Averag	e	Average		Problematic
36. Academic performance					_
a. Reading	1	2	3	4	5
b. Mathematics		2	3	4	5
c. Written expression		2	3	4	5
d. Homework completion	1	2	3	4	5
37. Classroom Behavior					
a. Relationship with peers	1	2	3	4	5
b. Following directions/rules	1	2	3	4	5
c. Disrupting class	1	2	3	4	5
d. Assignment completion		2	3	4	5
e. Organizational skills.	1	2	3	4	5
Comments:	Please return this	form to			
	Mailing address:				
	Face Morale and				
	Fax Number: For Office Use On	ly:			

Number of questions scored 2 or 3 in questions 1–9:

Number of questions scored 2 or 3 in questions 10–18:

Total symptom score for questions 1–18 (add all scores):

Number of questions scored 2 or 3 in questions 19–28:

Number of questions scored 2 or 3 in questions 29–35:

PERFORMANCE:

Number of questions scored 4 or 5 in questions 36–37:

Average performance score (add all scores, then divide by 9):



School Impairment Scale (page 1 of 2)

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Today's Date:	Chi	ld's Name:			Teacher's Name:					
rections: For each of the Domains of Functioning listed in the left column, please circle the number (1–7) that best describes the child's degree of impairment in the school setting. Remember — the higher the number, the greater the impairment.										
	The student has symptoms that are appropriate to age/gender and no signs of impairment are shown at school.	The student has symptoms a little more frequently or intensely than expected of students of similar age/gender. Symptoms only rarely interfere with normal functioning at school.	The student has symptoms somewhat more frequently or intensely than expected of students of similar age/gender. Symptoms sometimes interfere with normal functioning at school.	The student has symptoms a lot more frequently or intensely than expected of students of similar age/gender. Symptoms usually interfere with normal functioning at school.	The student has symptoms a great deal more frequently or intensely than expected of students of similar age/gender. Most of the time, symptoms interfere with normal functioning at school.	The student has symptoms so much more frequently or intensely than expected of students of similar age/gender that symptoms almost always interfere with normal functioning at school.	The student's symptoms are so frequent or intense that they completely impair normal functioning. The symptoms may create a crisis that needs immediate action to prevent serious danger or harm.			
Domain of Functioning	No impairment	Slight impairment	Mild impairment	Moderate impairment	Severe impairment	Very severe impairment	Profound impairment			
Behavior How much do the student's symptoms impair the ability to comply to school rules, adult commands or general behavioral expectations? Interpersonal	1	2	3	4	5	6	7			
Relationships How much do the student's symptoms impair the ability to form and maintain positive peer relationships?	1	2	3	4	5	6	7			
Emotions How much do the student's symptoms impair the ability to express or control emotions?	1	2	3	4	5	6	7			
Responsibilities How much do the student's symptoms impair the ability to perform daily school tasks and responsibilities?	1	2	3	4	5	6	7			





School Impairment Scale (page 2 of 2)

Today's Date:	Child's Name:	Teacher's Name:

Directions: For each **Area of Performance** listed in the left column, please circle the number (1–5) that best describes the student's level of performance.

	Level of Performance					
Area of Performance	80–100% No problem	60–80% Mild problem	40–60% Moderate problem	20–40% Severe problem	0–20% Profound problem	
Overall percent of daily work completed	1	2	3	4	5	
Overall percent of accuracy of daily work	1	2	3	4	5	
Percent of language arts work completed	1	2	3	4	5	
Percent of accuracy of language arts work	1	2	3	4	5	
Percent of math work completed	1	2	3	4	5	
Percent of accuracy of math work	1	2	3	4	5	
Mean on-task behavior	1	2	3	4	5	
Tardies/truancy	1	2	3	4	5	
Need for disciplinary action	1	2	3	4	5	

If applicable, please circle the student's current GPA	3.5 to 4.0	3.0 to 3.5	2.5 to 3.0	2.0 to 2.5	1.5 to 2.0	Below 1.5
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